

Date: 8/ 2/ 2025

PSYCHOLOGICAL REPORT

Referred by: Prof. Amr Hassan

Name: Batoul Hesham Abd Elkarem Sex: () Male (*) Female

Date of birth: 2 / 6 / 2007

Age: 17 yrs. 8 mth.

Information resource: Her mother

COMPLAINT:

- 1) Assessment of Intellectual ability.**
- 2) Assessment of behavioral problems.**

PSYCHOLOGICAL ASSESSMENT:

Previous tests:

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Behavior:

A female left handed student, she has normal activity, cooperative and attentive during the session. Sometimes she was impulsive while responding to the scale.

She needed reinforcement and encouragement continuously during the session and this affected her performance positively.

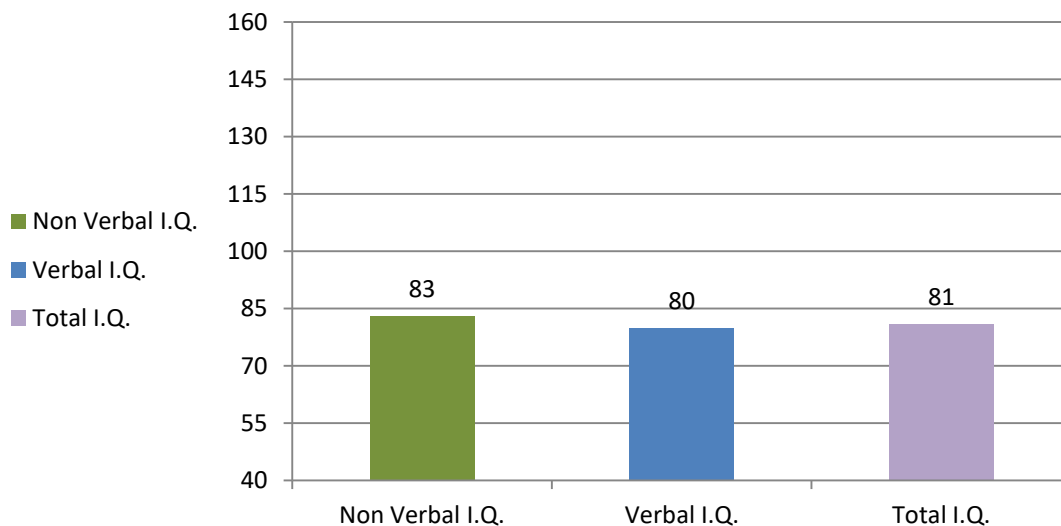
She equally performed in the two fields of I.Q., the verbal field and the non verbal field and this was proved by the results.

Tests, Results & Assessment:

1- Stanford-Binet Intelligence Scale (Version 5)

Degree of I.Q.	Standard Score	Percentile Rank	Confidence Interval 95%
Non Verbal I.Q.	83 (below average)	12	79-87
Verbal I.Q.	80 (below average)	10	76-84
Total I.Q.	81 (below average)	11	76-86

I.Q., Stanford-Binet Intelligence Scale (Version 5)



Total I.Q.

Total I.Q. represents the sum of the five factor indexes scores which are evenly distributed between the two fields; the non verbal field and the verbal field. The score which she obtained classifies her within below average category of intelligence, this total score measures not only the knowledge gained from school but the sum of the five main aspects of intelligence (Fluid Reasoning, Knowledge, Quantitative Reasoning, Visual-Spatial Processing and Working Memory).

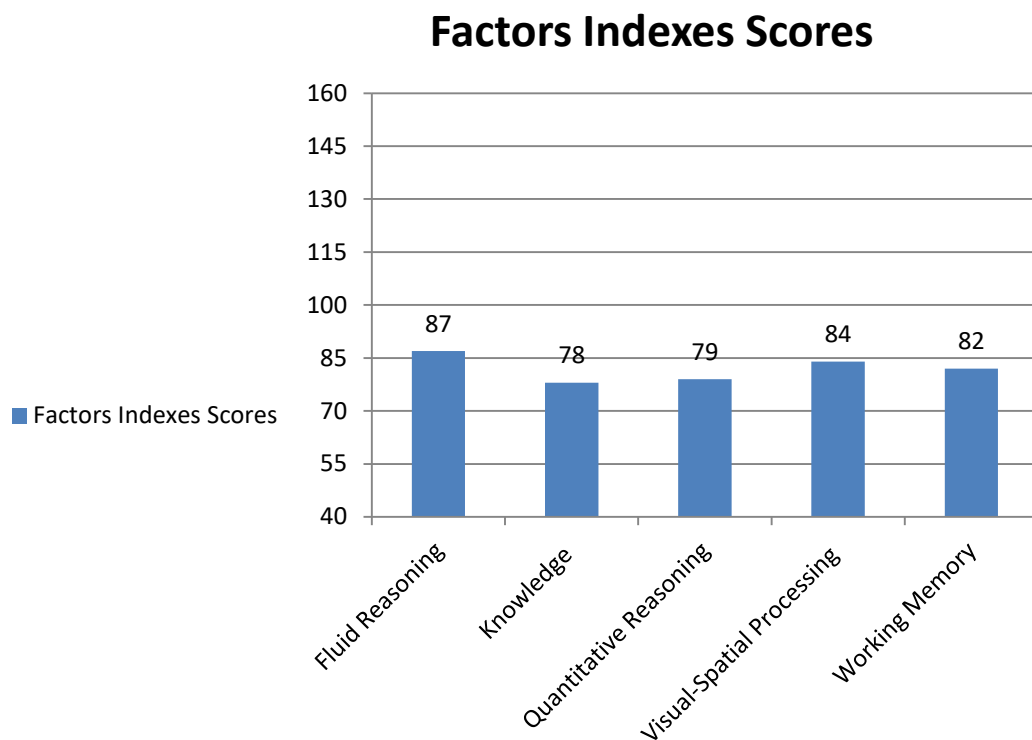
Non Verbal I.Q.

It represents the sum of the five factor indexes scores measured non-verbally; the score which she obtained classifies her within below average category of intelligence.

Verbal I.Q.

It represents the sum of the five factor indexes scores measured verbally; the score which she obtained also classifies her within below average category of intelligence.

Factors Indexes Scores			
Degree of I.Q.	Standard Score	Percentile Rank	Confidence Interval 95%
Fluid Reasoning	87 (below average)	19	80-94
Knowledge	78 (slow learnable)	7	71-85
Quantitative Reasoning	79 (slow learnable)	8	74-84
Visual-Spatial Processing	84 (below average)	15	79-89
Working Memory	82 (below average)	11	76-88



Regarding her factor indexes scores, the student got *below average* category of intelligence in Fluid Reasoning, and Visual-Spatial processing and Working Memory; which means that she got below average degree in her ability to solve new figural problems, her ability to analyze and explain, using inductive and deductive reasoning abilities, her ability to solve figural spatial problems, her ability to explain spatial direction to reach a certain image and collecting designs, her ability to sort, classify and recall verbal and non verbal information, sorted in short term memory. However she got *slow learnable* category of intelligence in Knowledge and Quantitative reasoning; which means that she got slow learnable degree in her ability to provide information about things, her ability to determine missing or silly details, her ability to apply cumulative information, her ability to define difficult words, her ability to solve initial mathematical problems and her ability to solve increasingly difficult mathematical problems.

Sub tests Scores

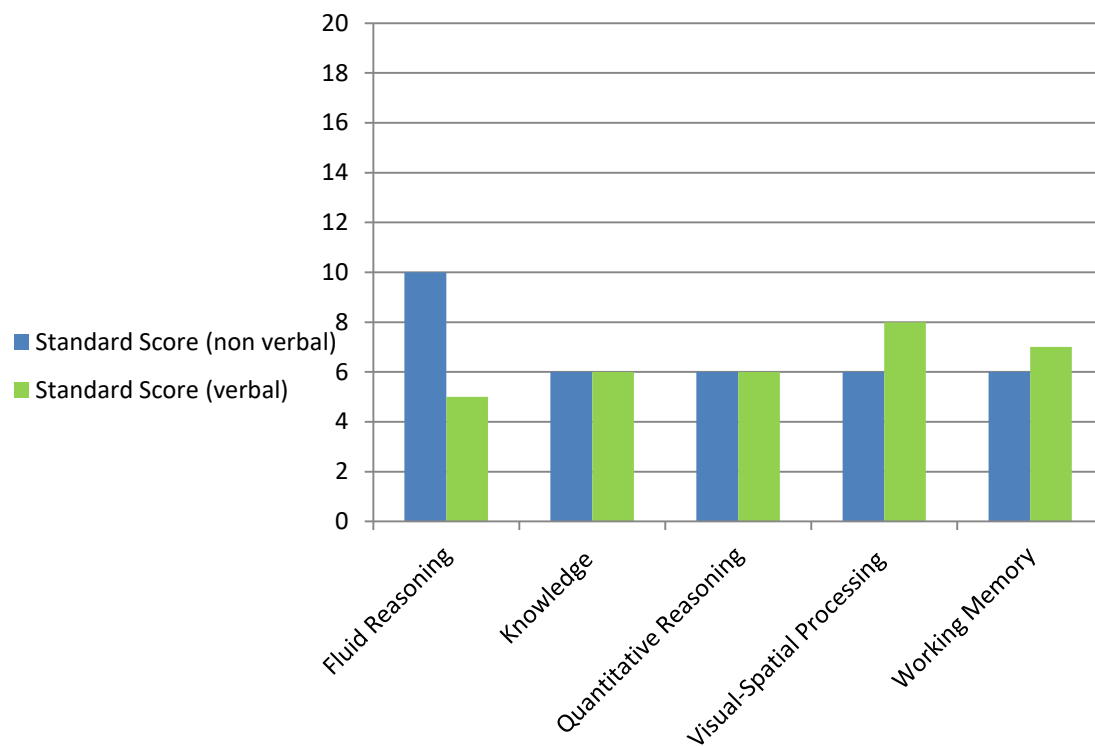
1-Non verbal tests

Sub tests	Standard Score
Fluid Reasoning	10
Knowledge	6
Quantitative Reasoning	6
Visual-Spatial Processing	6
Working Memory	6

2- Verbal tests

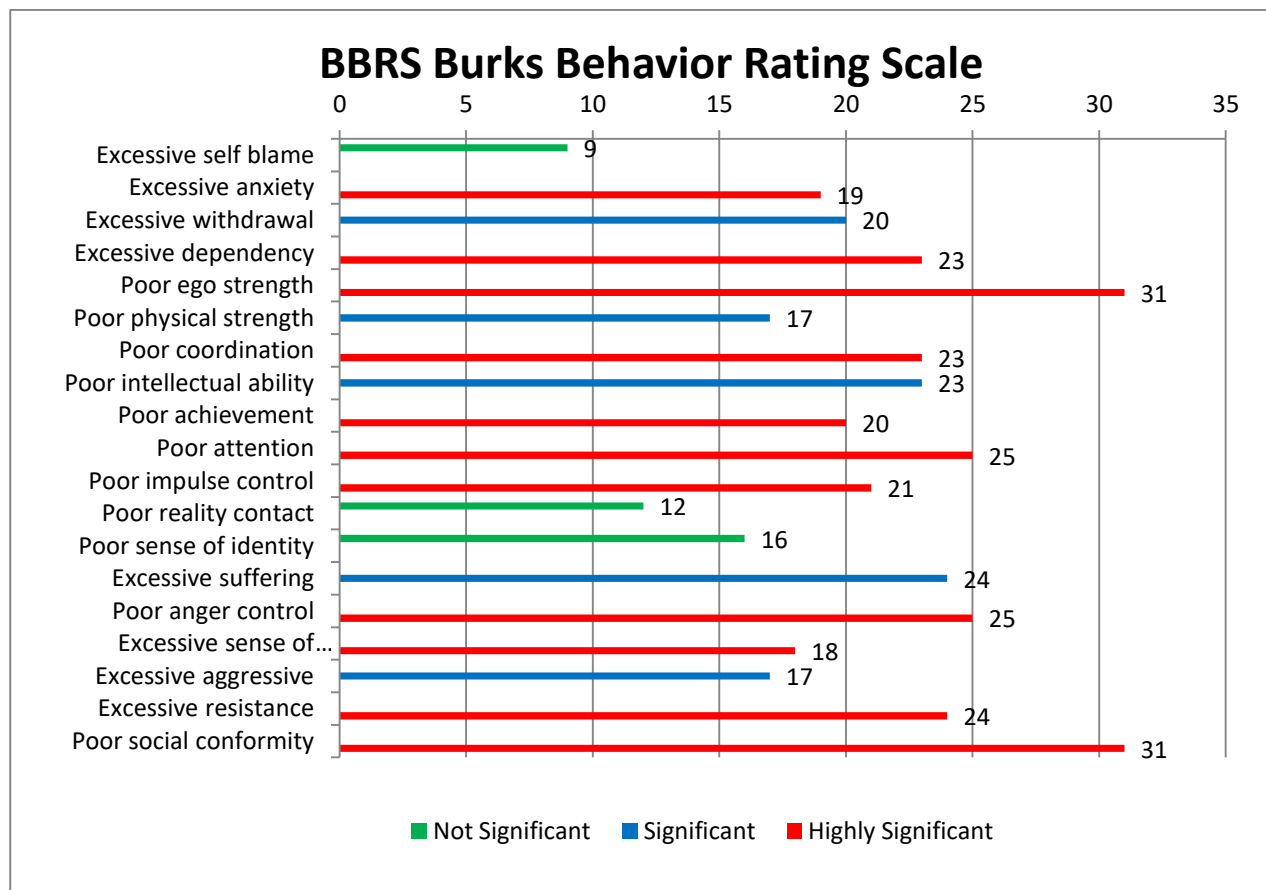
Sub tests	Standard Score
Fluid Reasoning	5
Knowledge	6
Quantitative Reasoning	6
Visual-Spatial Processing	8
Working Memory	7

N.B. the raw scores are transformed to standard scores with an average of 10 and 3 standard deviation.



2	Burks Behavior Rating Scale (BBRS)		
	Sub-tests	Score	Norms
1	Excessive self blame	9	Not significant
2	Excessive anxiety	19	Highly significant
3	Excessive withdrawal	20	Significant
4	Excessive dependency	23	Highly significant
5	Poor ego strength	31	Highly significant
6	Poor physical strength	17	Significant
7	Poor coordination	23	Highly significant
8	Poor intellectual ability	23	Significant
9	Poor academic achievement	20	Highly significant
10	Poor attention	25	Highly significant

2	Burks Behavior Rating Scale (BBRS)		
	Sub-tests	Score	Norms
11	Poor impulse control	21	Highly significant
12	Poor reality contact	12	Not significant
13	Poor sense of identity	16	Not significant
14	Excessive suffering	24	significant
15	Poor anger control	25	Highly significant
16	Excessive sense of persecution	18	Highly significant
17	Excessive aggressive	17	Significant
18	Excessive resistance	24	Highly significant
19	Poor social conformity	31	Highly significant



According to her scores from Burks Behavior Rating Scale; the student has behavioral problems which are represented in:-

Excessive anxiety, Excessive dependency, Poor ego strength; which reflects low self confidence, Poor coordination; which represents inability to control voluntary muscles in essential activities, Poor academic achievement, poor attention, Poor impulse control; which reflects inability to delay her responses appropriately, Poor anger control, Excessive sense of persecution; which reflects unrealistic and exaggerated feeling of mistreatment by others, Excessive resistance; which reflects a desire to refuse or disrespecting the demands of others, finally Poor social conformity; which reflects inability to control her personal behavior according to acceptable moral standards.

Conclusion:

Our case has 17yrs., 8mth., female, right handed, her total I.Q., her verbal I.Q., and her non- verbal I.Q., classify her within below average category of intelligence.

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Recommendations:

- 1- Psychiatrist is recommended.**
- 2- Family counseling.**
- 3- She needs a program to improve some of her mental abilities.**
- 4- Follow up.**

Clinical Psychologist
Dr. Lamiaa Bakry